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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit: How We Organise Ourselves** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Identifies, labels, sorts, compares and describes 2 D shapes, using Maths vocabulary: Circles, squares, triangles, rectangles. Sides, corners. | | | | | | **Skills:** | | | | | |
| **Materials:** 3D shape blocks (cone, half sphere, rectangular prism, pyramid, cuboid, cylinder), thick and thin attribute blocks (cylinder/circle, rectangular prism/square, triangular prism/triangle), Paper. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Jan. 16th – 20th | | | **Time:** 45 min. | | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** Give a set of 3D shapes to each kid. Ask volunteers to describe the blocks for the rest of the class. Ask questions as following: What shape do you have?, what faces does it have?, which ones have round, rectangular, triangular or squared faces?. In small groups, have them put together the shapes with faces in common and count the number of edges and vertexes. | | | | | | | | | | | |
| **Main Activity:** Have them choose one of the blocks and encourage them to inquire which shape they think would appear on the paper if they trace the faces. Trace the faces on the notebook. Make sure each child in the small group chooses a different block. When they trace all the faces of the block they chose, encourage them to discuss in the mall groups by asking each other questions such as: What shape do you see on the paper? Is that a 3D shape? Yes/no? Why? What is the difference between a triangular prism and a triangle, for example? Show me each one? And continue asking questions about the difference between 3D and 2D shapes. Paste all 2D shapes on a craft paper to put them in a display in the classroom and have them write their attributes (number of sides and corners). Explain to them that the corresponding vocabulary for 2D shapes are sides and corners and for 3D shapes are edges and vertexes. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Help them understand that 2D`s have only two dimensions ( length and width) and all blocks and common objects from the surroundings have three dimensions ( length, width and depth). | | | | | | | | | | | |